Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Estyn
Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru
His Majesty's Inspectorate for Education and Training in Wales

A report on

Traed Bach Tywyn

Minffordd Road
RAF Valley
Holyhead
Anglesey
LL65 3LW

Date of inspection: February 2024

by

Care Inspectorate Wales (CIW)

and

Estyn, His Majesty's Inspectorate for Education and Training in Wales

DRAFT AND CONFIDENTIAL

About Traed Bach Tywyn

Name of setting	Traed Bach Tywyn
Category of care provided	Full Day Care
Registered person(s)	Traed Bach Tywyn
Responsible individual (if applicable)	Ffion Thomas
Person in charge	Anne-Marie Evans
Number of places	19
Age range of children	2-4 years old
Number of 3 and 4 year old children	12
Number of children funded for early education	1
Opening days / times	8:30am – 3:00pm Monday to Friday during the school term.
Flying Start service	Yes
Language of the setting	Welsh
Is this setting implementing the Childcare Offer?	Yes
Welsh Language Active Offer	This is a service which provides the Welsh Language 'Active Offer'. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of children who use or may use the service.
Date of previous CIW inspection	6 May 2022
Date of previous Estyn inspection	This is the first inspection by Estyn
Date(s) of this/these inspection visit(s)	06/02/2024
The majority of children come from non-Welsh speaking families or where Welsh is the second language of the home.	

DRAFFT A CHYFRINACHOL

Summary

Theme	Rating
Well-being	**Good**
Learning **(only applies to three and four year old children who do not receive education in a maintained setting)**	
Care and development	**Good**
Teaching and assessment **(only applies to three and four year old children who do not receive education in a maintained setting)**	**Good**
Environment	**Good**
Leadership and management	**Good**

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1. Develop the use of assessments and observations further in order to plan purposeful experiences that meets the needs of all children

R2. Ensure that all practitioners actively contribute to planning children's learning and play experiences

What happens next

Not in follow-up activity
The setting will produce an action plan showing how it will implement the recommendations.

Main findings

Well-being: Good

Almost all children are happy and content at the setting. They cope well with leaving their parents/carers and are eager to join in and play with their friends immediately when they arrive. The majority of children express themselves confidently and trust that their wishes will be respected by practitioners. For example, they will state confidently if they do not want toast after arriving, knowing that practitioners will respect their wishes. Almost all children move around the activities and play areas confidently and make choices about how to spend their time. This enables children to follow their interests and take part in learning and play experiences in their own time successfully.

Children have a positive relationship with practitioners and know that they can ask for support or comfort when needed. For example, they go straight to practitioners for comfort if they fall when playing outdoors and ask for help to open their lunch boxes. Almost all children are familiar with the daily routine, which gives them a sense of security. They respond well to praise, which makes them eager to share their successes. For example, they are eager to show practitioners when they manage to write their name independently and show pride when they receive praise for their efforts.

Most children develop social skills well and are starting to make friends. They are very happy to play with their peers, are eager to include their friends in their play and chat enthusiastically. Most children enjoy playing and completing tasks together. For example, they work together successfully to build a tall tower, discussing where to place blocks and how to make the tower strong. Most children are happy to share resources with their friends and are learning to take turns. For example, when rolling the small cars down the ramp to the garage, they are happy to wait for their friends to take their turn before choosing another car.

Almost all children enjoy their play and learning. They concentrate and persevere well when undertaking tasks, and enjoy experimenting with different materials and equipment. For example, they have a lot of fun experimenting with different containers in the water tub and using them to carry water to make a pool to jump and splash in with their wellingtons. Almost all children are inquisitive about the world around them and enjoy playing and using their imagination, such as playing imaginatively in the role play area and the small world area.

Almost all children choose activities independently and follow their interests effectively. The majority develop independence skills, for example, putting on their coats and wellingtons before going to play in the water. However, they are not given consistent opportunities to practise their independence skills during snack time and lunch time.

Learning (only applies to three and four year old children who do not receive education in a maintained setting):

Main appraisal

There is no report on the children's learning. This is because there were too few three- or four-year-old children who do not receive funded education elsewhere present at the time of the inspection to report on this without identifying individual children.

Care and development: Good

Practitioners prioritise children's safety and put effective procedures in place to ensure that children stay healthy and safe. They have all completed relevant child protection training, and are familiar with the appropriate procedures to follow should they have any concerns about a child. The setting's arrangements for safeguarding children meet the requirements and are not a cause for concern. All practitioners have completed paediatric first aid training which prepares them to provide appropriate treatment if needed. They log any accidents appropriately, ensuring that parents sign these records. Fire drills are conducted regularly and recorded effectively.

Good use is made of designated procedures to prevent the spread of infection. For example, practitioners encourage children to wash their hands regularly, clean the tables before mealtimes and follow effective procedures when changing nappies. Practitioners promote healthy eating and physical activity successfully. They ensure children are given regular opportunities to spend time playing outdoors in the fresh air and encourage children to eat healthy snacks and drink plenty of water.

Practitioners have formed positive relationships with the children and speak to them affectionately and treat them with care and respect. They use effective strategies to promote positive behaviour in accordance with the setting's policy. For example, they distract children with another activity if they find it difficult sharing or taking turns and provide a clear explanation when their behaviour is not acceptable. All practitioners model sound social skills when interacting with the children.

The setting has purposeful arrangements for identifying and supporting children's individual needs, including children with additional learning needs. Practitioners collect useful information about preferences, needs and any other relevant information before children start at the setting. This enables practitioners to plan effectively for their arrival. There are robust procedures in place for referring children in a timely manner to external agencies for additional support, if needed. Consequently, there are effective procedures in place to ensure all children's needs

are met successfully. Practitioners track children's progress effectively by undertaking regular observations. They create bespoke books to share with parents at the end of each year, which contain photographs of the children taking part in activities and examples of their achievements. Information is shared regularly on a closed social media page and via private messages. This ensures parents receive current information about their child's development.

Teaching and assessment (only applies to three and four year old children who do not receive education in a maintained setting): Good

The leader plans a range of effective learning and play experiences that engage the children's interest and meet their individual needs thoroughly and purposefully. There is a very close relationship between the practitioners and the children, and this provides a very strong foundation for their work. Practitioners meet the requirements of the Curriculum for Wales appropriately by giving children opportunities to lead their own learning and play and make their own choices. They follow children's interests successfully in order to introduce short themes. For example, practitioners managed to plan a good range of beneficial experiences during the recent snow day, including building a snowman in the outdoor area, painting and creating ice murals. However, the leader does not always include practitioners regularly enough when planning learning and play experiences.

Generally, practitioners promote play and learning effectively and sensitively, adapting their support in accordance with children's needs. They model use of the Welsh language consistently well, using opportunities to chat and sing effectively to develop children's vocabulary. For example, they model the use of purposeful words such as roll, press, pull, small, big, fat and thin in the tactile area. They encourage children to express themselves and chat with them consistently using a range of relevant vocabulary. This has a positive impact on children's language development. However, practitioners do not always question children effectively enough to expand their understanding and support their skills.

Practitioners plan a range of beneficial experiences to develop skills in stimulating and fun contexts so that they learn while enjoying their play. For example, they encourage children to practise their early writing skills aptly by experimenting with shaving foam to create shapes and begin to experiment with creating letters. Almost all children enjoy going outside to take part in purposeful and effective play which encourages their physical development. For example, they jump into a pool of water, open and close an umbrella and pour water from one container to another. Practitioners encourage children to choose what suitable large physical equipment to use independently, for example by choosing bikes, scooters, the slide, a low climbing frame and balance bikes. As a result, the majority can show strong physical coordination skills which are suitable for their age. Practitioners plan a variety of opportunities for children to practise their digital skills within their everyday play, making effective use of digital devices and programmes which give the children opportunities to develop into confident digital users.

Practitioners gather a wide range of information from parents at the beginning of the Autumn term. This ensures practitioners have a comprehensive picture of the children and they can plan for the future in a sensitive and purposeful manner which responds to children's personal interests and needs. Practitioners observe and assess the children's progress regularly and carefully. This is recorded in great detail in their learning journey books, identifying children's strengths and areas for improvement. However, practitioners do not always use this information to plan the next steps in the children's development.

Practitioners promote children's spiritual, moral, social and cultural skills well. They organise interesting activities for the children that encourage them to show curiosity and to appreciate the wonders of the world in a variety of contexts. For example, they observe the impact of watering seeds and on a windy day in their local area. They also promote children's awareness of Welsh traditions and celebrations effectively by providing appropriate activities for them such as making cards to celebrate St Dwynwen's Day. Practitioners ensure that a wide variety of resources are available, such as books and artefacts that encourage children's moral development. This is promoted further by practitioners when reinforcing and recalling the stories in real world scenarios, for example when resolving a dispute over sharing in the garage area.

Environment: Good

Leaders prioritise child safety by implementing procedures that ensure that any potential hazards are monitored and managed effectively. Detailed risk assessments outline potential hazards and action taken to reduce or prevent risk to children. Daily checks are undertaken of the play areas and equipment to ensure there are no hazards present and that the equipment is suitable for the children. Where any hazards are identified, practitioners deal with these hazards quickly and effectively. For example, by sweeping the sand straight away to reduce the risk of slipping and by moving any broken dishes or equipment out of children's reach straight away.

The play areas are pleasant and comfortable with plenty of room for children to move about freely. Leaders ensure that children develop a sense of belonging by displaying examples of children's work and photographs on the walls. The playroom is set out effectively to promote children's development and to provide rich play experiences. A range of natural and recycled materials and resources are available which promote children's understanding of the world around them. For example, there are real crockery and a recycled kettle and phone in the role play area. Leaders place an emphasis on using natural colours which create a calm and peaceful atmosphere and help children to be able to immerse themselves in their play. The outdoor play area has been developed to offer a variety of activities and exciting opportunities for children to play and develop awareness of the world around them. For example, a mud kitchen and small world area with small cars and soil. Leaders

also ensure that there are plenty of opportunities for children to develop their physical skills and take acceptable risks. For example, balancing when using the slide and climbing frame.

Leaders ensure that there is a wide range of interesting and exciting resources and equipment available in the playroom. These are of good quality and are stored at a low level so that children can choose them independently without any adult intervention. Practitioners keep a detailed record of when the play areas, toys and resources are cleaned. This happens on a regular basis in order to ensure that resources are kept clean and in good condition. Leaders ensure that equipment and resources promote children's independence, for example, by ensuring that there are resources available to help the children to learn to use the toilet independently. There is a range of resources available to promote children's awareness of diversity and different cultures, including a good variety of books, dolls and jigsaws. This helps children to learn to be tolerant citizens and to understand differences in the world around them.

Leadership and management: Good

The leader manages to create a positive and welcoming ethos within the setting and, as a result, the atmosphere ensures practitioners are happy and that children enjoy their learning and play experiences. The leader ensures that practitioners contribute to providing good quality care in Welsh to the children, with a focus on learning through play and encouraging each child's curiosity.

Leaders implement a safe recruitment system effectively and ensure that the qualified practitioners work well as a team. Practitioners are supported to attend professional training to improve their practice, for example, by attending Welsh language immersion and sign language courses. As a result, practitioners do their best for the children and apply their learning successfully. Leaders create robust local partnerships to expand children's awareness of their local area.

Leaders have efficient arrangements to evaluate the performance of practitioners, and they supervise and evaluate their work regularly. The leader uses the support and input of external agencies and specialist early years teams effectively. As a result, the leader and staff implement any advice which has a positive impact on child development and welfare. This positive culture permeates through the self-evaluation arrangements and ensures the views of all stakeholders are considered fully. They recognise strengths and areas to improve appropriately. The leader provides a regular newsletter for parents and carers which includes relevant information about the setting's work. They also share helpful information regularly with parents and carers about their child's development.

Leaders allocate funding appropriately and use charitable support and grants comprehensively to ensure quality improvements. For example, they have invested in equipment for the sensory room to meet children's needs.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (http://careinspectorate.wales) (www.estyn.gov.wales)

CIW and Estyn evaluate a provider's effectiveness using a four-point rating scale:

Excellent	Very strong, sustained performance and practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses but improvements are required
Poor	Important weaknesses outweigh strengths and significant improvements are required

This document has been translated by Trosol/Prysg (Welsh to English).

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Summary of Non-Compliance	
Status	**What each means**
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people's well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement		
Regulation	Summary	Status

N/A	No non-compliance of this type was identified at this inspection	N/A

Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being.
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice.

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